(8th) Unit 4: Writing & Graphing Equations

Content Area: **Math**
Course(s): **Math**
Time Period: **December**
Length: **3 weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about the following topics:

- Graphing linear equations with an input/output table

- Slope of a line

- Graphing proportional relationships

- Graphing linear equations in slope-intercept form

- Graphing linear equations in standard form

- Writing equations in slope-intercept form

- Writing equations in point-slope form

Enduring Understandings

SWBAT:

- Graph a linear equations using an input/output table

- Identify x- and y-intercepts from graphs, equations, & tables

- Find the slope given a graph, two points, a table, or an equation

- Graph proportional relationships

- Write equations for proportional relationships

- Graph linear equations in slope-intercept form

- Transform linear equations into slope-intercept form

- Graph linear equations in standard form

- Find intercepts of an equation by plugging in zero for x and y separately

- Write linear equations in slope-intercept given a graph, table, or set of points

- Write equations in point-slope form given a graph, table, or set of points

Essential Questions

How can we:

- create a table of values and write ordered pairs given a linear equation?
- plot ordered pairs to create a graph of a linear equation?
- use a graph of a linear equation to solve a real-world problem?
- determine if a value is a solution to an equation?

How can we:

- define slope of a line?
- find the slope of a line given:
    - an equation?
    - a table?
    - a graph?
    - two points?
- interpret the slope of a line in a real-world problem?

How can we:

- graph an equation that represents a proportional relationship?
- write an equation represented by a graph of a proportional relationship?
- use graphs to compare proportional relationships?
- interpret slope of a proportional relationship as a rate of change for a real-world scenario?

How can we:

- identify the slope and y-intercept of a line given an equation?
- rewrite a linear equation in slope-intercept form?
- use the slope and y-intercept to graph linear equations?

How can we:

- rewrite a standard form equation in slope-intercept form?
- find intercepts of a linear equation written in standard form?
- use intercepts to graph linear equations?

How can we:

- find the slope and y-intercept for a line?
- use the slope and the y-intercept to write an equation of a line?
- write equations in slope-intercept form to solve real-world problems?

How can we:

- use a point on a line and the slope to write an equation of the line?
- use any two points to write an equation of a line?
- write equations in point-slope form to solve real-world problems?

Instructional Strategies & Learning Activities

- Guided Practice
- Daily Do Now
- Extra Practice & Puzzle Time (Resources)
- Scavenger Hunts
- Coloring Activities
- Task Cards (Around the World)
- Maze Activities
- Quizizz Online Assignments
- Kahoot! Online Games
- GimKit Online Games

Integration of 21st Century Themes and Skills

P.4	Demonstrate creativity and innovation.
P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

Technology & Design Integration

8.1.8.DA.5	Test, analyze, and refine computational models.
8.1.8.AP.6	Refine a solution that meets users' needs by incorporating feedback from team members and users.
8.1.8.AP.8	Systematically test and refine programs using a range of test cases and users.
TECH.8.1.8.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.8.D.CS1	Apply the design process.

Interdisciplinary Connections

L.KL.8.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.8.2.B	Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
L.VL.8.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.8.3.B	Analyze the impact of specific word choices on meaning and tone.
L.VL.8.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
L.VL.8.3.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
VPA.1.3.8.D.2	Apply various art media, art mediums, technologies, and processes in the creation of allegorical, theme-based, two- and three-dimensional works of art, using tools and technologies that are appropriate to the theme and goals.

Differentiation

Definitions of Differentiation Components:

- Content – the specific information that is to be taught in the lesson/unit/course of instruction.
- Process – how the student will acquire the content information.
- Product – how the student will demonstrate understanding of the content.
- Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

- High-achieving students will assist low-achieving students in mixed ability groupings for games and activities.
- High-achieving students can complete sudoku puzzles and logic puzzles as extension activities.
- Limit number/difficulty of problems for low-achieving students to demonstrate mastery.
- Narrow down problem choice to core concepts for low-achieving students.
- Leveled group-based activities, determined by formative assessment.

Modifications & Accommodations

- High-achieving students will assist low-achieving students in mixed ability groupings for games and activities.
- High-achieving students can complete sudoku puzzles and logic puzzles as extension activities.
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- Narrow down problem choice to core concepts for low-achieving students.
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Benchmark Assessments

Schoolwide Benchmark assessments:

- Linkit Benchmarks (Form A in September, Form B in January, Form C in June): Linked to NJSLA standards

Additional Benchmarks used in this unit:

- IXL Diagnostic + continued practice during IXL periods

Formative Assessments

Formative Assessments used in this unit:

- Kahoot! Games

- Quizizz Games

- Homework

- Q & A

- Scavenger Hunts

- Coloring Activities

- Task Cards

- Partner Activities

Summative Assessments

Summative assessments for this unit:

- Chapter Test

- Quizzes

Instructional Materials

1. Big Ideas Math: Math & You 6th Grade Textbook
2. Quizizz
3. Kahoot!
4. Scavenger Hunts
5. Task Cards
6. Coloring Activities
7. GimKit

Standards

8.EE.B.5	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.
8.EE.B.6	Use similar triangles to explain why the slope □ is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation □ = □□ for a line through the origin and the equation □ = □□ + □ for a line intercepting the vertical axis at □.
8.F.B.4	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (□, □) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.